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ABSTRACT

This manual is intended to serve as a basic guide for the partners in the Whitworth College (Washington) student teaching program--the student teacher, the cooperating teacher, the college supervisor, and the building administrator. It contains basic information about the education program, serves as a general reference for practicum procedures, and offers suggestions for practice grounded in theory and research. The objectives and mission of the student teaching program are stated; qualifications, roles and responsibilities of student teachers and mentoring personnel are described; and policies, procedures, and criteria for successful completion of the student teaching practicum are included. The handbook is divided into four sections as follows: (1) Professional Preparation; (2) Participants in Practicum; (3) Program Policies and Procedures; and (4) Forms and Addenda, which provides: (1) a sample Whitworth College lesson plan format; (2) an application form for student teaching; (3) cooperating teacher and student teacher guidelines for the elementary, secondary, and special education levels; and (4) a sample student teaching progress report. (Contains 18 references.) (LL)

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a handbook for student teaching

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BECOMING
A TEACHER:

Practicum Guidelines
for
Student Teachers
Cooperating Teachers
Principals
College Supervisors

prepared by
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1992

INTRODUCTION

This manual has been prepared to serve as a basic guide for the partners in Whitworth College's student teaching program—the student teacher, the cooperating teacher, the college supervisor and the building administrator. It contains basic information about the education program and also serves as a general reference for practicum procedures. The suggestions for practice contained in this handbook are grounded in theory and research.

The handbook is divided into four sections as follows:

Section I	Professional Preparation
Section II	Participants in Practicum
Section III	Program Policies and Procedures
Section IV	Forms and Addenda

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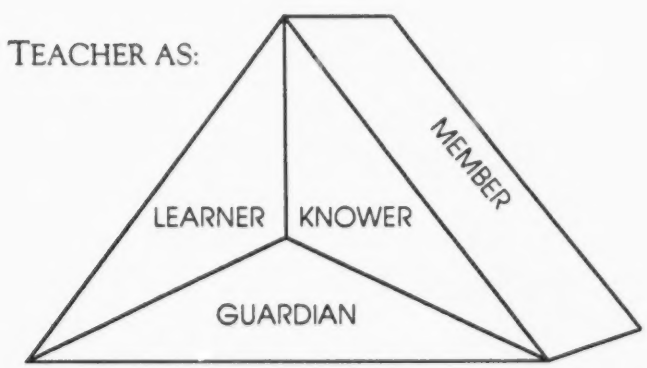
Section I

BECOMING A TEACHER

Believing that teachers can positively and dramatically affect the lives of their students, Whitworth's education department has carefully designed a professional course sequence that will prepare our graduates to meet the challenges of the schools both now and into the next century. Aligning with the College's mission statement to "prepare graduates for effective life, work and service," the School of Education views the role of the teacher as a calling—a commitment to understanding and compassionately responding to the needs of children and youth.

Growing out of this mission, the School of Education has designed a conceptual framework around which all professional courses are structured. The foundation courses in education introduce the aspiring teacher to this conceptual framework which describes the teacher as knower, as learner, as guardian and as member.

WHITWORTH COLLEGE
CONCEPTUAL FRAMEWORK



Building on this framework, we believe there is a well defined knowledge base, both academically and pedagogically, that beginning teachers should possess (Reynolds, 1989). On the other hand, we realize our student teachers will not know everything they need as they begin their careers.

Therefore, it is our goal to prepare teachers who approach teaching with a sense of humility and a desire to continue their own learning. Whitworth students, prepared in pedagogy and management, are learning not only "what works" in the classroom, but are also learning how to reflect on practice (their own as well as others) in order that they may advance their competence as teachers. Understanding how theory and research bear on their teaching practices will give direction to their reflection and analysis. Teachers, as guardians, are advocates for their students, believing that all students can learn and that all students deserve equal opportunities to develop and succeed. Acting in the best interests of their students and of the profession, we expect our teachers to be exemplars of deportment and character, holding to the highest moral/ethical standards. Finally, the teacher as member is not isolated and independent, but rather as a member of a school community is accountable to and responsible for the life and vitality of the institution and the profession.

Initially, our student teachers will need the nurture and guidance of a mentor and a caring community of teachers. They have been socialized to collaborate with peers in coursework on campus and with professionals in field placements and expect to continue in a collegial/reflective mode as they enter student teaching. School reform advocates, describing the ideal schools of the future, emphasize the collaborative nature of the faculty--precisely the kind of professional environment for which our students are prepared (Goodlad, 1990).

As important as student teaching is, students can only benefit from it adequately if they have been involved in a developmental sequence of field experiences while enrolled in theory and content courses. Whitworth students are prepared prior to their school assignments, knowing how and what to observe in order that they may maximize the experience. Examining their interactions with students and teachers and reflecting on these experiences prepares the candidate to practice the kind of thoughtful trial and error required to learn from the student teaching practicum.

No matter how thoroughly prepared the student teacher is upon entry to the practicum, success is largely dependent upon the support and coaching of the personnel coordinating the experience; the cooperating teacher, the building administrator and the college supervisor. Knowing what is involved in this mentoring process and how to appropriately support the novice is a major focus of this handbook.

Section II

THE STUDENT TEACHER

Preparation

Whitworth students apply to student teach during their senior year, after completing professional education courses and major area requirements. Candidates have at least a 2.5 GPA and must be recommended by their academic department in order to be interviewed by the School of Education for field placement. The student information sheet, available to the master teacher, lists the specific courses a student has completed as well as other relevant personal biographical information (see section IV). Students will also have attained a passing score on the Basic Math and English Skills test and met the State determined cut-off scores on the SAT, WPCT or ACT. Documentation of at least two successful field-based experiences with students prior to student teaching is essential. Education students are also strongly encouraged to create their own experiences with young people—as camp counselors, volunteer aides or church school teachers.

A unique feature of Whitworth's program is the multicultural experience required for graduation. Most Whitworth students will have had at least one opportunity to live and learn in a culture different from their own. The pluralistic schools in which our graduates will teach, require preparation emphasizing an appreciation for cultural diversity and a sensitivity to students from all socio-economic levels (Chapman, Becker, Gilliom, and Tucker, 1982; Burstein and Cabello, 1989). As a result of these varied field experiences, student teachers are prepared to assume teaching responsibilities after a brief orientation/observation period.

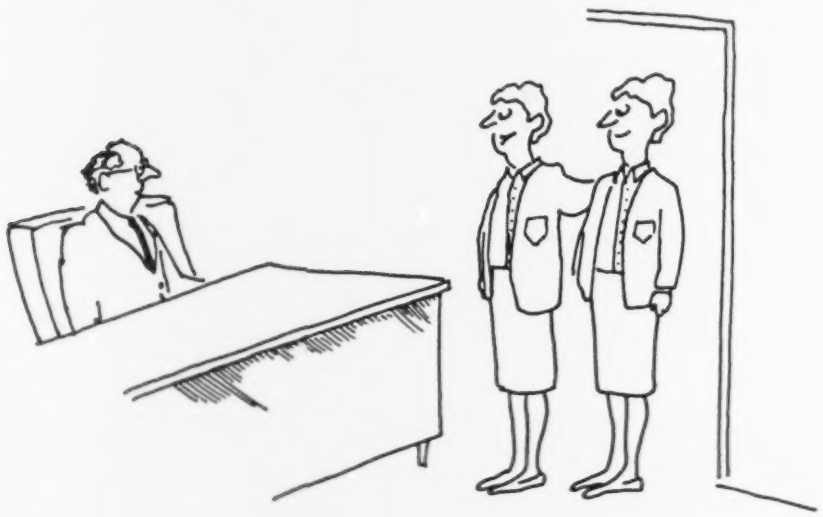
Purpose

According to James B. Conant (1963), field experience is the most important element in professional education. The only realistic laboratory for the translation of theory into practice is in the school setting. Student teaching can be described as the first step on the career ladder; one foot is firmly planted on the first rung of the teaching ladder, and the supporting foot is still in the student world. Thus, student teaching can be described as a transitional experience aimed at developing initial teaching competence, providing the student with the opportunity for observation and teaching in a realistic, yet supportive environment.

Responsibilities

Student teachers are expected to assume the role and responsibilities of the classroom teacher: planning, organizing, managing, teaching, evaluating, and conferring. Participation in faculty professional and social functions is encouraged. Students with appropriate skills or experience may volunteer to coach or advice extra-curricular activities. Teachers have a right to expect student teachers to be enthusiastic, responsive and well-prepared. Other specific responsibilities include:

- Grading papers, putting up bulletin boards;
- Acquiring pertinent information about students and keeping it confidential;
- Assisting in housekeeping duties and routine procedures;
- Dressing appropriately, according to school standards;
- Taking initiative in seeking help from cooperating teacher;
- Becoming acquainted with school personnel and their functions (specialists, librarians, office personnel);
- Keeping outside involvements to a minimum;
- Developing professional relationships with other faculty.



"I'd like you to meet my student teacher."

Placement

Applicants for student teaching are considered individually and compatibility factors influence placement wherever possible. The Director of Student Teaching attempts to place students in settings congruent with their background, personality, philosophy and training. Research indicates the desirability of this congruence if there is to be long-term impact by the cooperating teacher (Copeland, 1972).

Two or more students will generally be assigned to each building. The clustering of student teachers enhances opportunities for support, reinforcement and reflection, as suggested by MacNaughton, Johns, & Rogus (1982). As Schwartz's (1971) study suggests, "students perceive more of their problems and interests as common to the problems and interests of their fellow cluster group." The cohort can help form a support system, rather than expecting the cooperating teacher to carry the total responsibility in this area. The length of the elementary, secondary and special education practicum is ten weeks, preceded by a five week course on campus, during which students spend at least two days per week in their school site. Since student teaching is the capstone of the education sequence at Whitworth, it is essential that the practicum location be near the college in order to be supervised by department faculty.

Observation

The primary purpose for observation is to improve the student's instructional capacities. Both observation and analysis of the cooperating teacher's techniques are critical if the student is to develop a basis for his or her own teaching strategies. Opportunities to observe other teachers, both at the same and different grade levels (or even other subject areas at the secondary level) are encouraged since a variety of observational experiences will present a more realistic picture of the teaching profession. Interspersing observations throughout the practicum is more meaningful than scheduling all classroom visitations during the last week, since ideas and strategies observed can be incorporated into practice immediately.

A technique which students are encouraged to employ is the concept of peer observation. Lange (1975) points out that "such observations have obvious implications for peer support in a less threatening relationship than the usual supervisor-student arrangement." Studies by Gallagher, Romano, Sunflower & Shepherd (1983), reinforce the validity of the peer observation mode since students can learn a great deal from watching and analyzing each other's instruction.

Another purpose for observation is to discern the varying forms of student behaviors, when they occur and how they enhance or distract learning. Individual students may be studied for their reactions and responses to the teacher's management strategies.

Planning

Cooperating teachers can expect the student teacher to plan both long-range goals and daily lesson plans based on specific curriculum segments assigned by the cooperating teacher. Several units, which include lesson plans, will have been prepared in on-campus course work.

Adequate planning is essential if teaching time is to be maximized. Each activity and instructional segment for which the student teacher is responsible must be based on a clearly detailed plan. While the variations of the model lesson plan (see Section IV) is emphasized in methods courses, the School of Education does not subscribe to any one specific plan format. All initial plans during student teaching, however, must include objectives, appropriate sequential activities for teacher and students, and evaluation of student learning. All plans should be submitted to the cooperating teacher for analysis and approval before they are taught. No instruction should proceed without the evidence of adequate pre-planning.

Basic components of lesson plans are:

1. objectives (or aims, purposes or competencies) which state exactly what is to be accomplished (the facts, skills, concepts, attitudes and appreciations);
2. activities which outline content to be taught and how it is to be taught (chronological order and time allocation);
3. materials required by teacher and students;
4. evaluations which describe how to determine if original objectives have been reached—can be classed as formal (tests, homework) or informal (questioning, teacher observation).

"And then, of course, there's the possibility of being just the slightest bit too organized."

Student teachers require precise and clear input from their cooperating teachers in order for advance planning to be appropriate. Students need to know when they are expected to teach specific lessons and also must be informed about the scope and sequence of the content to be addressed. It is helpful to the inductee if he or she has been made aware of the resources available in the school and community to enrich the learning experiences.

Effective planning will be:

- purposeful rather than incidental;
- pre-planned rather than last minute
- cognizant of instructional and safety interests; and
- based on self-evaluation/reflection of previously taught lessons.

Plans will necessarily be comprehensive and detailed during the first weeks of the practicum (see Section IV, plan A), and can be abbreviated as the student gains confidence (see Section IV, plan B). Each lesson taught during the first half of the practicum should be analyzed using the criteria on the back of the lesson plan form (see Section IV, plan A). After lessons have been taught and analyzed, they should be sequentially organized according to subjects in the student teaching notebook and made available to the college coordinator.

During the last week of the practicum the student teacher should be able to teach from plans they have prepared in the "Teacher's Plan Book."

Teaching

Induction into the life of the classroom is best accomplished by using the team approach. Gradually assuming responsibility, while sharing instruction and management with the cooperating teacher, provides a smooth transition for both the student teacher and the pupils.

Initially, the student teacher will assume many of the teaching behaviors of the cooperating teacher, however, eventually personal preferences for practices and procedures will emerge. Student teachers tend to set unreasonably high standards for their instruction and become discouraged when their attempts are not successful. Gradual improvement and analysis of instruction are the goals they should be reaching for, rather than expertise at this point. As noted by McIntyre (cited in Encyclopedia of Educational Research, 5th ed.) students do not become good teachers by merely teaching, they must also have opportunities to develop personal perspectives on teaching without becoming replicas of their cooperating teachers. They must step back from their teaching and analyze its effectiveness, otherwise they become technicians, mindlessly imitating teaching behaviors.

Seminars

All student teachers are required to attend the bi-weekly, on-campus seminars throughout their practicum. Seminar activities include discussion of common concerns of novices entering the teaching profession. They also provide a forum for the discussion of alternative teaching and management strategies. (Henry & Beasley, 1980.)

As students share their concerns, they begin to display the kind of mutual support and collaborative approach to teaching that will ultimately be characteristic of their interactions with professional colleagues in the schools. Feelings of inadequacy and insecurity are understood by the group and it is reassuring to the candidate to find such feelings are rather typical and shared by others in the group.

The concluding seminars deal with issues of preparing placement files and the protocols of securing employment. Resume writing sessions and mock-interviews with public school personnel help the candidate gain a sense of confidence as the job search commences.

Developmental Stages

Students move through their practicum in predictable stages. Research indicates that most students experience anxiety at entry to student teaching and almost a fourth of the students surveyed maintained a high anxiety level throughout (Aspy, 1969). Aspy suggests that Maslow's hierarchy of human needs (physiological, safety, love and belonging, self-esteem, and self-actualization) is useful in understanding the student teaching experience. Basic needs must be satisfied before higher needs can be addressed; in other words, an anxious student teacher may be operating at the survival level while being asked to demonstrate concern for others. Since the student may be in a coping mode, rather than a growth mode, it would be appropriate for the cooperating teacher and college supervisor to determine the level at which the student is operating and to relate at that level. Numerous field experiences prior to student teaching should assure the student that survival in the classroom is not only possible but, in fact, likely. The next level, love and belonging, can be addressed by the accessibility and encouragement of both the cooperating teacher and supervisor. Knowing that significant others care about their success enables the students to move to a higher level of competence and self-esteem.

Research studies indicate that student teachers proceed through observable developmental stages during their practicum (Caruso, 1977). Caruso describes six stages as follows:

Phase I: (entry week)

Anxiety/Euphoria. This is the uneasy entry period where students question acceptance by the teacher and the class. It is also during this week that student teachers set unrealistically high standards for their performance.

Phase II: (week 2-3)

Confusion/Clarity. After being assigned responsibility for a small segment of the curriculum, the student questions; "How long should the lesson take?" "How much material should I prepare?" "What if they don't listen to me?". also, the intern is faced with the uncertainty of when to "step in" and act, perhaps to settle a dispute or grant permission for a student to leave the room. It is at this time that they begin to question how they will meet all the requirements of the school, cooperating teacher and college supervisor. According to Caruso: ""Students learn to deal effectively with small pieces of the vast puzzle by exploring a few teaching methods and materials and getting to know several children well." About the third week, pupils begin to test the rules and seriousness of the "new" teacher. Student teachers tend to interpret this acting out and defiant behavior as an affront to them personally..."They used to be so sweet, why are they so mean to me now?".

Phase III: (weeks 4-6)

Competence/Inadequacy. During this vulnerable phase, the cooperating teacher and college supervisor play crucial roles in helping the student gain self-confidence. As Caruso observes;

> Positive reinforcement emphasizing those aspects of teaching performance that are well done will provide a basic foundation for building competence. Student teaching seminars are critical at this point in that they provide an opportunity for the student teacher to realize that other preservice teachers are also struggling with being 'authority figures'. There is a tremendous need to be kind and loving and a distaste for disciplining. Incidents relating to control, lessons that fall flat, a conference with the supervisor that deals with critical issues, all chip away at the student's sense of competence.

Phase IV: (weeks 6-8 or mid-point)

Criticism/New Awareness. This is the critical period of student teaching. Up to this point there has been considerable self-absorption and concern with lessons, but now the emphasis shifts to the students. The full-time schedule can begin around the eighth week and the student teacher is somewhat overwhelmed with the amount of preparation, planning, maintenance, record-keeping, and evaluating, in addition to the amount of emotional and physical energy required to be flexible to meet everyone's needs. Also, it appears at this point that a student's frustration level is in direct proportion to his or her competence level. Statements such as, "If only this were my classroom..." or "I wish I had the freedom to..." are common. They begin to find fault with the way the cooperating teacher does things and also begin to evaluate themselves with perception. A move toward professional self-identity is the result of this difficult transitional phase.

Phase V: (week 8-10 or beyond)

More Confidence/Greater Inadequacy. The feelings of confidence and inadequacy which accompany this phase are at a different level than during Phase III. Survival is no longer a question, however, they are continually frustrated because they are unable to meet the standards of perfection that they established during Phase I. Something unexpected always occurs to spoil a potentially superb lesson! Learning to "think like a teacher" and make rapid decisions about instruction and management bring a sense of

confidence and accomplishment that sustain the novice through the trying days when nothing seems to come together. The full responsibility for planning and grading tend to overwhelm the student and it is during this period that a realistic picture of the world of teaching comes into focus. Dealing with school personnel and parents is another challenging activity during this full-time teaching phase.

Phase VI: (final week)

Loss/Relief. Imminent separation from individuals with whom the student has been associated for several months causes concern. The student teacher phases out and the cooperating teacher begins to take back classes, and the student once again has the opportunity to observe lessons in their own and other classrooms. There is a sense of loss in detachment from students, and often a sense of guilt for not accomplishing all that was possible. However, the greatest anxiety at this point is the re-entry to campus life or the immediate search for employment.

It is clear that the student is in a state of stress and upheaval during this period of professional growth. While trying to gain a sense of emotional equilibrium and developing the necessary teaching skills for survival, the student teacher is under constant scrutiny by the cooperating teacher, college supervisor and principal. The strain can erode the trainee's sense of confidence and competence. Furthermore, the very students they are trying to teach are perceived as barriers in the way of their achieving acceptable recommendations. These feelings would explain Villeme and Hall's (1975) finding that student teacher's attitudes seemed to become more custodial and negative as student teaching progressed.

That cooperating teacher morale directly affects student teacher morale is a commonly held assumption. Focusing on the relationship of morale of student teaching success Morris, Chissom, Seaman and Tooke, (1980), note that:

> Problems began to occur during the third week and increase significantly during weeks four through nine.
>
> The problems... have to do with student achievement, time, instructional methods, classroom management, planning, physical fatigue, lack of rapport with supervisors and personal problems. This is also the time when student teachers most frequently question their

decision to enter teaching, or are advised to withdraw because of poor performance. This analysis substantiates the existence of a **critical period** (weeks four to nine) in the student teaching process. High morale is not a result of few or no problems in the student teaching environment. The opposite seems to be true. It appears that problems successfully handled produce high morale and vice versa.

Clearly, the challenge of successfully teaching in the real life laboratory of the classroom is the most significant ingredient in building student teacher confidence.

Evaluation

Formal evaluation occurs twice during the practicum. The form used for the mid-point evaluation is the same as the one used during the final evaluation (see Section IV). This document is the basis for the three-way conference between the student teacher, cooperating teacher and college supervisor. At the conclusion of the experience, the cooperating teacher, college supervisor and an administrator will submit written evaluations to the Teacher Placement Office for the candidate's placement file. Students are graded on a Pass/Fail basis for student teaching.

Informal formative evaluations should be continuous and specific. If growth is to take place, students need to know their strengths and weaknesses. Positive reinforcement must be given to maintain those teaching behaviors which enhance learning. Helping the student analyze why goals were not achieved is crucial to the development of teaching expertise.

Student teachers seldom fail since screening into the program is rigorous, and once immersed in the practicum, they are supported by both the cooperating teacher and college supervisor. Since Ineffective classroom management is cited as the most common reason for student teacher problems, according to Joyce, Yarger, Harbeck and Kluwin (cited in Encyclopedia of Educational Research, 5th edition), the cooperating teacher's modeling and guidance in this area is vital.

MASTER TEACHERS

It is often assumed that the most effective classroom teachers make the most effective cooperating teachers (Miller, 1980). However, since cooperating teachers must go beyond the role of model to that of mentor, there are essential skills that must be acquired to fulfill the role adequately. A person relatively new on the career ladder with two or three year's experience can be an adequate model, but mentoring skills need to be developed in order to support and guide a novice. As a model, the experienced teacher displays those teaching behaviors that demonstrate to the student teacher effective ways of interacting with pupils. As a mentor, the cooperating teacher will take personal responsibility for the protege's success, acting as guide, facilitator and encourager—skills that may not come naturally to an experienced teacher. Cooperating teachers exert considerable influence over the teaching confidence of the students they supervise, and gaining confidence is a pre-requisite for a successful student teaching experience (Cruickshank & Kennedy, 1977).

Selection

Selection of cooperating teachers is significant because of their impact on the future of teaching behaviors of the student teachers with whom they work (Copas, 1984). Qualified, capable teachers, who wish to assume the responsibilities of guiding a student teacher are selected by personnel staff or principals, with reference to the following criteria:

- has at least three years of successful teaching experience;
- is recognized as an above-average teacher who can serve as a model for handling both content and students;
- shows concern, care and enthusiasm for working with their own students as well as the student teacher;
- is interested in working with an individual student teacher and with the college's Teacher Education Program and sees it as another arena for teaching;
- has the interpersonal skills to communicate effectively with student teachers and college supervisors in offering evaluation;

- is willing to share information and materials, and to allow the student teacher to assume the position of lead teacher for a minimum of three weeks during the practicum;

- is able to be supportive as a mentor;

- is willing to spend time planning, analyzing and reflecting with the student teacher; and

- is comfortable in allowing the student teacher to explore various teaching styles and strategies.

Orientation

The cooperating teacher should orient and prepare students for the arrival of the student teacher. A desk or work space equipped with appropriate curriculum guides, materials and supplies is important. It is helpful to the student to have some information on the community, staff and students. Access to cumulative records and other student data should be discussed. Early in the practicum, the student should be introduced to other faculty and building personnel. Activities such as faculty meetings, P.T.A. functions, parent conferences and in-service events can be scheduled into the student teacher's calendar.

Using the team approach for inducting the student into the life of the classroom provides a smooth transition for both the student teacher and the pupils.

First time cooperating teachers may wish to enroll in a mentoring course offered through the graduate school of the college. Those with experience in working with student teachers, but new to Whitworth's program, can confer with the college supervisor regarding program requirements. Seminars for supervising teachers are also scheduled by the college as needed.

Planning

As with induction into classroom instruction, planning should begin as a cooperative venture. Initially, the classroom teacher will share personal plans with the student, pointing out the sequences of instruction and given routines of each day and week. The student should be assigned the responsibility to plan and teach at least two lessons during the second week of the practicum. Complete lesson plans, including objective, procedure, materials and evaluation are required for each lesson taught during the first half of the

practicum. The student will be encouraged to use less detailed plans when the cooperating teacher and college supervisor agree that it is appropriate. All plans should be submitted to the cooperating teacher at least two days in advance of teaching.

"First, you have to get their attention."

The supervising teacher should acquaint the student with an overview of curriculum plans for the semester, noting topics that were presented prior to the student's arrival, as well as projecting units to be developed after the student leaves. Initially, the teacher's weekly plan book should be a cooperative planning activity, eventually becoming the responsibility of the student. During the first week of the practicum, a tentative phasing-in calendar should be planned, based on the "Sample Phasing-in Plans" (see Section IV). Evaluative sessions in which the student teacher gains skill in judging the effectiveness of the plan should be scheduled by the teacher.

Unit plans to be prepared for specific content areas are necessarily assigned early in the practicum in order to allow the student adequate preparation time. Each student must plan and teach at least one unit during the ten weeks. All students have had experience in preparing units and lesson plans in coursework and should be able to assume responsibility in this area as soon as the cooperating teacher assigns specific lessons and units.

Observing/Conferring

Initially, the student teacher spends most of the day observing the coordinating teacher, and as the practicum progresses the roles reverse. It is helpful for the teacher to focus the observations by explaining to the student teacher what teaching episodes will occur, the outcomes the coordinating teacher anticipates and periodically analyzing a particular lesson for its effectiveness. Such intentional modeling by a reflective practitioner will help the beginner understand how teachers evaluate themselves and, hopefully, begin developing this same skill during student teaching.

A variety of observation experiences should be planned for student teachers, in their own grade level (or subject) as well as others. Students have found such observations to be most helpful when scheduled periodically throughout the practicum rather than left to the final week.

Formal observations of the student teacher by both the coordinating teacher and the college supervisor should occur on a regular basis.

Evaluative Conferences

The cooperating teacher should schedule a formal conference weekly for the purpose of providing specific information about progress and needed change. These suggestions should also be communicated to the college supervisor each week.

The conference provides the opportunity for dialogue and analysis of the complex nature of teaching. The absence of conferences could result in no real reflection on teaching and in a lack of direction. Often conferences will be spontaneous, occurring briefly for a few minutes after a lesson. On other occasions, the coordinating teacher will offer written analysis of instruction and management to be presented at a pre-arranged time. The most effective analysis is that which is self initiated by the student; the on-going supervisory conferences will encourage such reflection.

Formal evaluations are the basis for the mid-term and final three-way conference with the student teacher, the coordinating and the college supervisor (see Section IV). The final evaluation can also refer to the substance of the written recommendation for the student's placement file.

Modeling/Guiding

Early in the practicum, the coordinating teacher models management and instructional strategies, and when the student teacher feels comfortable, the teaching role is shared. Team teaching gives support and helps the novice gain confidence more quickly

than assuming responsibility for instruction alone. Should the student teacher overlook part of the lesson or have difficulty with management, it is natural in this team teaching situation for the teacher to correct the situation. Student teachers do not consider such assistance to be "teacher intrusion" into a lesson, nor does the beginner lose credibility with the students if the practicum begins and ends as a team teaching endeavor. During the student teacher's two- or three-week full time teaching sequence, the cooperating teacher rarely offers input when the student is actually teaching, since this is the time to see if he or she can do it on their own.

COLLEGE SUPERVISOR

The college supervisor is the link between the college and the public schools. The supervisor is an advisor, instructor and evaluator for the student teacher, and a support and resource person for the coordinating teacher.

Faculty members in the School of Education are carefully selected for the supervisor role. Faculty assigned to work with student teachers must have public school teaching experience; must be a resource person for both the student and the teacher; must be a good listener and communicator; must be sensitive and empathetic and must be able to communicate the college's expectations in the field setting

Responsibilities

Since the coordinator is the liaison between the college and the public school, frequent site visits will be scheduled throughout the practicum in order to deal with questions and concerns as they arise. The coordinator negotiates a delicate balance interfacing with the demands of two institutions—at all times supporting the policies of the School of Education and the School District.

During the student's first week in the schools, the supervisor will make an orientation visit, informing both the principal and the cooperating teacher about Whitworth's schedule and expectations. The college supervisor will generally visit on a weekly basis and the student teacher can expect at least six formal observation/conference sessions scheduled throughout the practicum. During the conference, the student teacher is encouraged to analyze the lesson with reference to the teaching plan. Concurrent analysis is offered by the supervisor and the student will receive a written summary of the visit.

Since the college faculty member is an advocate for the student, should problems in communication occur with the cooperating teacher, the supervisor is available to ameliorate problems and clarify misunderstandings. The supervisor is also available to assist the student with planning and problems with instruction and management should the need arise. Student lesson plans will be assessed by the supervisor at each visit.

The supervisor will set up the mid-term and final three-way conferences with both the student teacher and the cooperating teacher, who fills out the mid-term and final evaluation report as the basis for these discussions (see Section IV). The supervisor will assist the student teacher and cooperating teacher to establish acceptable standards of performance. The final conference, while evaluative in nature, will place strong emphasis on the student teacher's reflection of his or her own personal progress.

Should difficulties arise, it is the college supervisor's responsibility to resolve the problem, working closely with the student, the cooperating teacher and the principal. The welfare and uninterrupted learning of the pupils in the classroom is always a first and major consideration. If a situation becomes untenable, the college supervisor will recommend appropriate action to the Director of Student Teaching.

At the conclusion of the practicum, the college supervisor writes a letter of recommendation for the student's placement file and reports the grade to the Director of Student Teaching.

Director of Student Teaching

It is the responsibility of the Director of Student Teaching to coordinate the student teaching program of the college with the school districts. The Director functions as a liaison between the college and the school district personnel and officially interprets the student teaching program.

Specific responsibilities include:

- interviewing and recommending students for student teaching;
- requesting placements for candidates in various districts, providing appropriate background information;
- teaching student teaching seminars on campus in which topics of mutual interest and concern are discussed;
- intervening in specific placements when problems occur which cannot be resolved by the college supervisor, cooperating teacher and student teacher;
- reporting final grade (Pass/No Credit) to the Registrar's office, based on supervisor recommendations;
- providing necessary materials and support for supervisors to carry out their responsibilities;
- planning and coordinating on-campus seminars or courses preparing cooperating teachers for their roles and responsibilities.

PRINCIPAL

The principal or other administrator appointed to place student teachers plays a vital role in orienting the student to the profession. A sense of awe for the "administrative role" is pervasive in student teachers' attitudes and can produce considerable anxiety if the administrator fails to appropriately welcome the novice to the profession. The awareness that they are accepted as professionals reinforces the feelings of maturity and responsibility necessary to perform adequately during student teaching.

Many principals prefer to interview potential candidates prior to placing them with teachers in the building. Every effort should be made to make the tentative beginner feel comfortable and welcome since they approach such visits with a good deal of anxiety and apprehension. Such preliminary visits enable the administrator to assess the student's personality and perspectives on teaching thus giving a basis for placement with a specific teacher. Random placements can be disruptive to the smooth functioning of a classroom if teacher personalities and expectations don't match (Vann, 1988).

It is highly recommended that principals meet with the student teachers on the first day of their assignment in order to orient them to the building, the district and the community. Information regarding school routines, requirements, rules, faculty meet-

ings, support services and extra curricular activities are important for beginners. Copies of building and district handbooks are helpful resources. Student teachers appreciate information about the neighborhood and parent expectations.

Observing the student teacher on both a formal and informal basis is helpful to the student, especially if feedback and constructive criticism helps the teaching progress (Welch, 1985). If several student teachers are placed in the same building occasional meetings with the group are helpful for purposes of morale building and sharing of mutual concerns. Principals are perceived as being important to the student teacher's success, and a word of encouragement from this influential observer is highly prized (Frye, 1988; Vann, 1988).

Conclusion

The successful completion of the student teaching practicum is a rewarding experience for the cooperating teacher, college supervisor and principal as well as for the student teacher. Clearly defined roles and responsibilities for all participants in the process should facilitate a successful experience. The School of Education hopes that the contents of this handbook will be helpful in achieving that goal.

"I can't tell you what a relief it is to relax after a year of teaching!"

Section III

SCHOOL OF EDUCATION POLICIES REGARDING STUDENT TEACHING

Absences

1. Illness or family emergency constitute excused absences. In the event of extensive absence, the college supervisor and cooperating teacher will review the candidate's progress to determine if the student's performance justifies an extended practicum.
2. Absences for special conferences or events must be cleared with the college supervisor and cooperating teacher well in advance. During the spring semester, students are advised **not** to schedule job interviews during the school day; these can normally be set either prior to or after school. However, if there is no convenient interview time available and the candidate is desirous of obtaining employment in the particular district offering interviews, then an hour or two may be scheduled during the school day, again with cooperating teacher approval. One half day, scheduled well in advance, can be taken for School District group interviews or visiting the job fair.

Seminar Attendance

1. All student teachers are required to attend the bi-weekly student teaching seminars scheduled throughout the practicum since this is a continuation of coursework for the Block Seminar. Failure to attend affects your grade. Coaching does not normally constitute an excused absence.

Job Search

1. An all day seminar is scheduled during the last week of student teaching to provide student teachers with information about the appropriate protocols in securing a teaching job. School District personnel will discuss the job possibilities in Eastern Washington and will give opportunities for trial interviews.

Successful Completion of Student Teaching

Upon successful completion of the practicum, the college supervisor will notify the Director of Student Teaching, who in turn will post a passing (P) grade.

Extended Student Teaching

Occasionally it will be deemed in the student teacher's best interest to extend the regular practicum period beyond the semester. Based on recommendations by the cooperating teacher and college supervisor, the director of student teaching will confer with the Dean of the School of Education to determine the desirability of such a decision. Extended student teaching is appropriate when:

- Extensive absence occurs due to illness or personal/family emergency;
- Extensive absence occurs due to unforeseen special circumstance;
- Performance is not at the level required for certification.

The candidate's supervisor will recommend action to the director of student teaching who will determine, on an individual case basis, the most promising resolution for the student teacher.

Withdrawal or Reassignment

1. In cases of voluntary withdrawal from student teaching, the candidate must communicate rationale to the college supervisor and process the decision with the director of student teaching.
2. Compulsory withdrawal is based on recommendations by the cooperating teacher and college supervisor documenting evidence of unsatisfactory performance or unprofessional behavior shall be submitted to the director of student teaching. The candidate will meet with the director of student teaching who will determine if reassignment is advisable.

Appeal Procedures

1. The student may appeal the decision for removal from student teaching, in writing, to the School of Education.

Teacher Strikes

1. In the event of a teacher strike, no student assigned to a school shall return to the building until the termination of the walkout.
2. Should the strike last more than one week, the department will make alternative educational arrangements for the student teachers.

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Section IV

Forms And Addenda

WHITWORTH COLLEGE

Student ID#_____
Academic Advisor:_____

WHITWORTH COLLEGE
APPLICATION FOR STUDENT TEACHING

Actual Dates for Student Teaching Assignment:_____

PLEASE TYPE

The information you provide will be used to help school personnel work out your assignment become better acquainted with you.

1. Name:_____ Telephone_____ Date_____
   Last First
2. Current Address:_____ Zip:_____
3. Graduate of_____High School,_____
   (City and State)
4. Other colleges attended_____
5. Degrees and Dates:_____
6. Previous field experiences in education (include T.A.):_____
   _____
7. In the activities listed below, check those in which you feel you could assist during Student Teaching: Chorus__ Band__ Piano__ Debate__ Drama__ School Publications__ P.E.__ Varsity Sports__ Other_____
8. Recent Work Experiences:_____
9. Travel Experiences:_____
10. Work during Student Teaching _____
    (Kind of work and hours per week)
11. Expected completion date of certification requirements:_____
12. Placement Preference: Sr High____ Jr High____ Middle_____ Primary_____

First Endorsement			**Second Endorsement**		
Course#	Course Title	Qtr Hrs	Course#	Course Title	Qtr Hrs

WHITWORTH COLLEGE LESSON PLAN FORM

Name_____Grade____Date_____

Subject_____Periods/Time_____

Topic/Generalization/Concept_____

I. Objectives: (in behavioral terms if appropriate)

Modifications for Individual Differences:
(learning styles/sensory modalities/physical arrangement)

Materials:

II. Procedures:
Set (relate/involve)

Activities (Teacher & Learner)	Check for Understanding (questions/monitoring)
Communicate Purpose/Objective: Input/Model- Guided Practice- Independent Practice-	

Closure/Summary-

Evaluation of objective-

over

Personal Reflections on Lesson

Among the skills utilized by excellent teachers is the ability to precisely evaluate their performance as instructors. This skill is developed through personal reflection which influences decisions about how to plan for and carry out future instruction.

In order to enhance your own professional development, please take some time to reflect on each of your lessons.

What was most effective in the lesson? (modeling,activities,evaluation method)

Which teaching strategies were most evident in the lesson?

Motivation (interest/novelty, feeling tone, opportunity for success knowledge of results, raising/lowering level of concern)

Behavior Management (proximity/mobility, reinforcement, non-verbal signals/reminders, questions/assistance, monitoring, desist strategies)

What changes would help in future planning and teaching performance?

Which students need extra help? Why? How can it be provided?

Subject _____
Week of _____
Times _____

Weekly Lesson Plan Form

Concept/ Objective	Procedure	Monitoring System/ Sample questions	Materials/ Assignment

Self-evaluate daily on the back of this form

WHITWORTH COLLEGE

ELEMENTARY

MASTER TEACHER AND STUDENT TEACHER GUIDELINES

The master teacher plays many roles in the student teaching program; counselor, teacher of teachers, evaluator and colleague. It's a many-faceted experience. This sheet focuses on one specific concern master teachers have, namely, "When should the student teacher assume responsibility in the classroom?" Our program is flexible and we encourage diversity and adaptation relative to the unique experience and situations of each field experience. If you prefer other sequences, we'll be happy to cooperate.

Student teachers should start assuming some responsibilities as soon as possible. However, they should be given responsibilities only when you're both convinced they're ready. Giving a student teacher total responsibility when he/she lacks the skills necessary for success may lead to problems, and we find the "sink or swim" theory just doesn't work. We suggest that you consider the list of competencies that your student teacher has completed in the block courses just prior to entering your classroom. This will give you an excellent picture of the student teacher's classroom preparation and practical experiences.

SAMPLE PLAN FOR AN ELEMENTARY STUDENT TEACHER

Week 1 - Familiarization with the school. Observe lessons. Begin working with individuals and small groups. Learn names.

Week 2 - Observe math. Plan and teach a couple of math lessons. Begin actively observing language arts program.

Week 3 - Begin assuming control of math. Teach a couple of language arts lessons. Team teach reading.

Week 4 - Total control of the math program. Assume responsibility for language arts. Begin teaching reading lessons.

Week 5 - Total responsibility for reading, language arts, math. Begin observing and teaching lessons in science and social studies.

Week 6 - Total responsibility for reading, language arts, math, science and social studies. Observe and teach lessons in P.E., art, music, etc.- as appropriate.

Weeks 7-10 Assume total program responsibility.

General Suggestions

1. During the first week, the student teacher needs to get acquainted with the building, the staff members (including counselors and secretaries), policies, schedules, etc. No detail is too small, example: where to park, eat lunch, which rest room teachers use, where to run dittos, location of books and supplies, etc. this introduction is usually handled by a building administrator but you may check to see if the student teacher has additional questions.

2. While the student teacher is observing at the beginning, **focus** the observation. "I want you to look for..." New student teachers may look without seeing; it helps to know what to look for.

3. Have the student teacher work with individual youngsters (help during lessons, one-one tutoring) and with small groups of learners (supervising project groups, small discussion groups, etc.).

4. It's suggested that the student teacher have several "one-shot" lesson experiences before being given the responsibility for a class or subject.

5. Prior to the student teacher teaching a lesson:
   a. have him or her observe you teaching the class
   b. discuss what you did
   c. plan a lesson together--have the student teacher teach it
   d. have him or her plan and teach a lesson

6. It's important not to make too many assumptions regarding the student teacher's beginning level. Some are ready and able to jump into full responsibility for a class the first week. Others simply need more warm-up time. You'll find yourself adjusting to their different needs and abilities just as you do to the students in your classes. If, however, the student teacher is not taking hold as you think he/she should be, please let the college supervisor know. Weaknesses need to be discussed openly among the three of you so they can be worked on and improved.

7. The college supervisor is the third member of your team. He/She is equally supportive of the student teacher, and serves as facilitator and second source of evaluation for the student teacher. Please don't hesitate to call the supervisor between visits if necessary. The supervisor will do frequent observations and conferences during the ten weeks. However - **it is your feedback that is going to be most important to the student teacher** because you represent "the real world". Student teachers need praise when they deserve it, just as they need clear discussion and suggestions in areas they need to improve upon.

8. We believe that the longer a student teacher is able to operate as a full-time teacher, the better. As a rule of thumb, we like our students to have full responsibility for a minimum of three weeks.

9. The overall goal of Whitworth's Student Teaching Program is to provide a chance for the student teacher to observe, practice and, finally, to demonstrate the role of an effective classroom teacher. We've defined that role in four areas: Personal qualifications, professional qualifications, instructional skill, and classroom management and discipline. The "Student Teaching Evaluation Report" gives examples in each area and is a helpful tool in both mid-way assessment and final evaluation.

Thank you for your professional interest in teacher training.

WHITWORTH COLLEGE

SECONDARY

MASTER TEACHER AND STUDENT TEACHER GUIDELINES

The cooperating teacher plays many roles in the student teaching program, all of them important. At one time or another you may serve as counselor, teacher of teachers, evaluator and colleague. It's a complex role. Not the least of the complexities is the fact that for the student teachers, the student teaching experience is one of the most significant personal and professional experiences they've had thus far in their lives, regardless of their age. And at the same time, for the cooperating teacher, the student teacher is another responsibility added to an already full school day. This gap in what each person has at stake in the experience can be reduced somewhat if you can remember your own student teaching and can empathize with the student teacher.

Partly because the cooperating teacher's role is so diverse, we're often asked, "What are Whitworth's expectations?" Hopefully, the following guidelines will give you an idea of the framework within which we work. At the same time, we want the guidelines to be flexible enough to accommodate individual situations. We encourage diversity and adaptation relative to each student teacher's situation.

Assignment: We recommend--

2 preparations in major field; 1 in minor; 1 prep period
3 different preparations maximum
3 different cooperating teachers maximum
full teaching responsibilities for 3 weeks minimum
full responsibility for at least 1 unit plan, from objectives through evaluation

Sample Plan for a Secondary Student Teacher

Initial Phase (1-2 weeks) -- Familiarization with the school, its policies and procedures. Decide on schedule of classes to teach and observe; decide on an extra-curricular activity. Learn about curriculum and available materials for classes to be taught. Work with each master teacher to decide on a schedule for assuming responsibilities. Observe each master teacher as they teach. Begin short term and long-term planning. Get acquainted with students and learn names. Assist teachers in classroom tasks. Begin teaching in one class.

Middle Phase (6-8 weeks) -- Pick up additional classes as soon as student is comfortable (stagger the starting dates). Assume maximum responsibility for at least three weeks. Participate in a mid-way evaluation with each cooperating teacher (use Student Teaching Evaluation Report as a basis for discussion).

Culminating Phase (1-2 weeks) -- Finish units. Finish paper work, enter grades, etc. Gradually return classes to the master teachers. Have a last evaluative conference with each supervising teacher.

General Suggestions

1. During the first week, the student teacher needs to get acquainted with the building, the staff members (including counselors and secretaries), policies, schedules, etc. No detail is too small, e.g., where to park, eat lunch, which rest room teachers use, where to run dittos, locations of books and supplies, etc. This introduction is usually handled by a building administrator but you may check to see if the student teacher has additional questions.

2. While the student teacher is observing at the beginning, focus the observation. "I want you to look for..." New student teachers may look without seeing; it helps to know what to look for.

3. Have the student teacher work with individual youngsters (help during lessons, one-one tutoring) and with small groups of learners (supervising project groups, small discussion groups, etc.).

4. It's suggested that the student teacher have several "one-shot" lesson experiences before being given the responsibility for a class or subject.

5. Prior to the student teacher actually teaching a lesson:
   a. have him or her observe you teaching the class
   b. discuss what you did
   c. plan a lesson together--have the student teacher teach it
   d. have him or her plan and teach a lesson

6. It's important not to make too many assumptions regarding the student teacher's beginning level. Some are ready and able to jump into full responsibility for a class the first week. Others simply need more warm-up time. You'll find yourself adjusting to their different needs and abilities just as you do to the students in your classes. If, however, the student teacher's not taking hold as you think she/he should be, please let the college supervisor know. Weaknesses need to be discussed openly among the three of you so they can be worked on and improved.

7. The college supervisor is the third member of your team. He/She is equally supportive of the student teacher, and serves as facilitator and second source of evaluation for the student teacher. Please don't hesitate to call the supervisor between visits if necessary. The supervisor will do frequent observations and conferences during the ten weeks. However - **it is your feedback that's going to be most important to the student teacher** because you represent "the real world". Student teachers need praise when they deserve it, just as they need clear discussion and suggestions in areas they need to improve upon.

8. We believe that the longer a student teacher is able to operate as a full-time teacher, the better. As a rule of thumb, we like our students to have full responsibility for a minimum of three weeks.

9. The overall goal of Whitworth's Student Teaching Program is to provide a chance for the student teacher to observe, practice and, finally, to demonstrate the role of an effective classroom teacher. We've defined that role in four areas: Personal qualifications, professional qualifications, instructional skill, and classroom management and discipline. The "Student Teaching Evaluation Report" gives examples in each area and is a helpful tool in both mid-way assessment and final evaluation.

Thank you for your professional interest in teacher training.

WHITWORTH COLLEGE

SPECIAL EDUCATION
MASTER TEACHER AND STUDENT TEACHER GUIDELINES

The cooperating teacher plays many roles in the student teaching program; counselor, teacher of teachers, evaluator, and colleague. It's a many-faceted experience. This sheet focuses on one specific concern cooperating teachers have, namely , "When should the student teacher assume responsibility in the classroom?" All of our Special Education student teachers have already completed a successful semester of satisfactory student teaching in the regular classroom. Therefore, the guidelines listed below should provide adequate suggestions, but be flexible enough to accommodate individual differences.

The student teacher should start assuming some responsibilities as soon as possible, but only when you are convinced he or she is ready. Giving a student teacher total responsibility when he or she lacks the skills necessary for success may lead to problems. We suggest you discuss with your student teacher the details of his/her regular classroom student teaching experience - where it was, at what grade level, which specific competencies he/she felt were acquired and which additional ones are needed. This will give you a picture of the student's preparation and practical experience.

SAMPLE PLAN FOR A SPECIAL EDUCATION STUDENT TEACHER

Week 1 - Familiarization with the school. Observe lessons. Learn names. Put together tentative schedule with master teacher. Read IEP for each student (if in Resource Room). Begin working with individuals and small groups using materials prepared by Master Teacher. Meet with College Supervisor, explore any individual objectives specific to particular student.

Week 2 - Assist Master Teacher in planning work for individual students in compliance with IEP. Work with individual students.

Week 3 - Assist Master Teacher in planning work for all students who come to Resource Room (utilizing IEP information). Visit regular classrooms of students to observe their functioning in that setting. Make notes of any suggestions you might have for helping regular classroom teacher. Share suggestions with Master Special Education Teacher before discussing with regular teacher.

Week 4 - Be involved in planning and teaching lessons for all students. Sit in on any parent conferences possible. Sit in on building referral meetings as appropriate.

Week 5 - Plan special remediation ideas (games or activities) to meet needs of individual students. Discuss with master teacher. Continue planning lessons and teaching as often as possible.

Week 6 - Plan evaluation procedures with Master Teacher to determine student teaching effectiveness of methods being used. Plan for, and work with, all students.

Week 7-8 Assume total program responsibility with Master Teacher as observer, or with Master Teacher carrying out individual plans designed by Student Teacher. Master Teacher may be gone from the classroom for a large portion of these last few weeks. Student Teacher should be in firm control of classroom behavior and lessons. Decide on a phase-out plan.

General Suggestions

1. During the first week, the student teacher needs to get acquainted with the building, the staff members (including counselors and secretaries), policies, schedules, etc. No detail is too small, example: where to park, eat lunch, which rest room teachers use, where to run dittos, location of books and supplies, etc. this introduction is usually handled by a building administrator but you may check to see if the student teacher has additional questions.

2. While the student teacher is observing at the beginning, **focus** the observation. "I want you to look for..." New student teachers may look without seeing; it helps to know what to look for.

3. Have the student teacher work with individual youngsters (help during lessons, one-one tutoring) and with small groups of learners (supervising project groups, small discussion groups, etc.).

4. It's suggested that the student teacher have several "one-shot" lesson experiences before being given the responsibility for a class or subject.

5. Prior to the student teacher teaching a lesson:
   a. have him or her observe you teaching the class
   b. discuss what you did
   c. plan a lesson together--have the student teacher teach it
   d. have him or her plan and teach a lesson

6. It's important not to make too many assumptions regarding the student teacher's beginning level. Some are ready and able to jump into full responsibility for a class the first week. Others simply need more warm-up time. You'll find yourself adjusting to their different needs and abilities just as you do to the students in your classes. If, however, the student teacher is not taking hold as you think he/she should be, please let the college supervisor know. Weaknesses need to be discussed openly among the three of you so they can be worked on and improved.

7. The college supervisor is the third member of your team. He/She is equally supportive of the student teacher, and serves as facilitator and second source of evaluation for the student teacher. Please don't hesitate to call the supervisor between visits if necessary. The supervisor will do frequent observations and conferences during the ten weeks. However - **it is your feedback that is going to be most important to the student teacher** because you represent "the real world". Student teachers need praise when they deserve it, just as they need clear discussion and suggestions in areas they need to improve upon.

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Thank you for your professional interest in teacher training.

WHITWORTH COLLEGE

Mid-Way ____
Final____

STUDENT TEACHING PROGRESS REPORT

Student's Name_____ School_____
Last First M.I.

Grade or Subject_____ Date_____

Supervising Teacher_____ College Supervisor_____

Rating Scale: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent

Personal Qualifications	Rating	Evidence of Major Strengths	Areas in Need of Improvement
Makes a professional appearance (grooming, dress, poise)			
Uses enthusiastic, well-modulated voice			
Has mental and physical health and energy			
Demonstrates responsibility, initiative, resourcefulness, perceptiveness, dependability ("with-it-ness")			
Is exemplary in character and deportment			
Professional Qualifications			
Knows subject matter			
Shows command of English, oral and written			
Accepts and uses suggestions			
Establishes rapport with all students, regardless of social, economic or cultural differences			
Works cooperatively with professional colleagues; team member			

Professional Qualifications, cont.	Rating	Evidence of Major Strengths	Areas in Need of Improvement
Is reflective about practice, perceptive in self-evaluation			
Works within professional channels			
Instructional Skill			
Accurately assesses student needs (emotional and academic)			
Writes and uses daily and long-range objectives and plans			
Adjusts learning experience to individual needs, including social cultural-economic differences and exceptionality			
Selects and uses appropriate instructional methods and materials			
Evaluates learner achievement			
Uses a variety of questioning strategies in class discussions			
Groups learners appropriately for learning tasks (individually, small or large groups)			
Management and Discipline			
Establishes an attractive learning climate in the classroom (physical and social)			
Establishes clear parameters for classroom conduct and communicates these expectations			
Uses appropriate and varied discipline strategies with individuals, small or large groups			
Affirms self-esteem in students			
Maintains complete and accurate class records			